

## Indiana Academic Standards Alignment

Educators: all exhibits and learning programs at the Indiana Historical Society are aligned with Indiana Academic Standards.

Please note: this is a suggested list and may not include all possible Standard alignments.

Exhibit or Program	4th Grade Social Studies	8th Grade Social Studies	U.S. History (high school)
You Are There: <i>Eli Lily at the Beginning</i>	4.1.8, 4.1.9, 4.4.1, 4.4.7	8.1.25, 8.4.4	USH.2.2
You Are There 1943: <i>Italian POWs at Atterbury</i>	4.1.10, 4.1.11, 4.1.12		USH.5.8
You Are There 1863: <i>Letter Home From Gettysburg</i>	4.1.7, 4.1.8	8.1.25, 8.1.30,	USH.1.3, USH.1.4
Destination Indiana	Could be aligned with most 4th Grade Content Standards	Could be aligned with most 8th Grade Content Standards, especially 6-8.LH.4.1	Could be aligned with most U.S. History Content Standards, especially 11-12.LH.4.1
Cole Porter Room	4.1.18		USH.4.2
INvestigation Station – Photo analysis program	4.1.17	8.1.30, 6-8.LH.2.2	USH.9.2, 11-12.LH.2.2
William H. Smith Memorial Library visit and/or show-and-tell	4.1.16, 4.1.17	8.1.29, 8.1.30, 6-8.LH.2.1, 6-8.LH.2.2	USH.9.2, USH.9.4, 11-12.LH.2.1, 11-12.LH.2.2
Kevin Stonerock, historical actor	A Visit with a Hoosier Pioneer - 4.3.8, 4.3.9, 4.4.3 Billy Yank: Common Soldier for the Union - 4.1.7, 4.1.8 Civil War History Through Song - 4.1.7, 4.1.8 A Visit with a Fur Trader - 4.1.2, 4.4.1, 4.4.3,	A Visit with a Hoosier Pioneer - 8.1.1, 8.1.14 Billy Yank: Common Soldier for the Union - 8.1.24, 8.1.25 Civil War History Through Song - 8.1.24, 8.1.25 A Visit with a Fur Trader - 8.1.1, 8.1.2, 8.4.1	Billy Yank: Common Soldier for the Union - USH.1.3, USH.1.4 Civil War History Through Song - USH.1.3, USH.1.4 A Visit with a Fur Trader -

Exhibit/Program	Indiana Academic Standards
You Are There: <i>Eli Lily at the Beginning</i>	4.1.8 Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War
	4.1.9 Give examples of Indiana's increasing agricultural, industrial, political and business development in the nineteenth century
	4.4.1 Give examples of the kinds of goods and services produced in Indiana in different historical periods.
	4.4.7 Identify entrepreneurs who have influenced Indiana and the local community.
	8.1.25 Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.
	8.4.4 Analyze contributions of entrepreneurs and inventors in the development of the United States economy to 1877.
	USH.2.2 Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout the United States.
You Are There 1943: <i>Italian POWs at Atterbury</i>	4.1.10 Describe the participation of Indiana citizens in World War I and World War II.
	4.1.11 Identify and describe important events and movements that changed life in Indiana in the early twentieth century
	4.1.12 Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation.
	USH.5.8 Identify and describe the impact of World War II on American culture.
	4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.
You Are There 1863: <i>Letter Home from Gettysburg</i>	4.1.8 Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.
	8.1.25 Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.
	8.1.30 Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.
	USH.1.3 Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.
	USH.1.4 Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877.
	Destination Indiana Could be aligned to most 4th, 8th Grade and U.S. History Content Standards
Destination Indiana	6-8.LH.4.1: Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
	11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Cole Porter Room	4.1.18 Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape.
	USH.4.2 Identify new cultural movements of the 1920s and analyze how these movements reflected and changed American society.
INvestigation Station	4.1.17 Construct a brief narrative about an event in Indiana history using primary and secondary sources.
	8.1.30 Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.
	6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	USH.9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
	11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
Library	4.1.16 Identify different opinions in historical documents and other information resources and identify the central question each narrative addresses.
	4.1.17 Construct a brief narrative about an event in Indiana history using primary and secondary sources.
	8.1.29 Differentiate between facts and historical interpretations of events, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.
	8.1.30 Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.
	6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.
	6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	USH.9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
	USH.9.4 Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.
	11-12.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
	11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
Historical Interpreter: A Visit with a Hoosier Pioneer	4.3.8 Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development.
	4.4.3 Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time

	<p>periods.</p> <p>4.3.9 Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location as a crossroad of America.</p> <p>8.1.1 Identify the major Native American Indian groups of eastern North America and describe early conflict and cooperation between European settlers and these Native American groups.</p> <p>8.1.14 Analyze the causes and consequences of the War of 1812.</p>
Historical Interpreter: Billy Yank: Common Soldier for the Union	<p>4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War</p> <p>4.1.8 Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.</p> <p>8.1.24 Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict.</p> <p>8.1.25 Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.</p> <p>USH.1.3 Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements</p> <p>USH. 1.4 Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877.</p>
Historical Interpreter: Civil War History Through Song	<p>4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.</p> <p>4.1.8 Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.</p> <p>8.1.24 Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict.</p> <p>8.1.25 Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.</p> <p>USH.1.3 Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements</p> <p>USH. 1.4 Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877.</p>
Historical Interpreter: A Visit with a Fur Trader	<p>4.1.2 Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.</p> <p>4.4.1 Give examples of the kinds of goods and services produced in Indiana in different historical periods.</p> <p>4.4.3 Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods.</p>

	<p>8.1.1 Identify the major Native American Indian groups of eastern North America and describe early conflict and cooperation between European settlers and these Native American groups.</p>
	<p>8.1.2 Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.</p>
	<p>8.4.1 Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.</p>